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ABSTRACT

The basic goal of the Texas Child Migrant Programs is to implement a comprehensive and total educational program that will help develop the migrant children's highest potential and will prepare them to take their place in the mainstream of the educational program. This bulletin is published as an information source for participating school districts and for others interested in the education of migrant children. Major topics are the goals and objectives of the program, descriptions of the 7 month program and the enrichment program, project activities, and the Texas Plan. The Texas Plan includes the Child Migrant School Program, the Early Childhood Program for 4 years olds, a demonstration school, staff and program development, summer institutes for migrant school personnel, interstate cooperation, film for dissemination purposes, the Migrant Media Center, Regional Education Service Centers, Summer School Programs, and future expectations. A list of Texas Migrant Project Schools in 1973-74 is included. (PS)

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TEXAS CHILD MIGRANT PROGRAM

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Migrant and Preschool Programs
Texas Education Agency
Austin, Texas
February 1974

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TEXAS CHILD MIGRANT PROGRAM

Migrant and Preschool Programs

Texas Education Agency

Austin, Texas

FEBRUARY 1974

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Austin, Texas

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PREFACE

This bulletin is published as a source of information for school districts participating in the Texas Child Migrant Program and for others interested in the education of migrant children. This publication is not exhaustive and is intended as a supplement to other Texas Education Agency bulletins, including An Administrative Guide for Programs for the Education of Migrant Children and A Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children.

It is the desire of the Agency that each school district develop a migrant program designed to meet the particular education needs of the children of that school system. All districts are encouraged to implement new ideas, activities, and changes which show promise of improving the education of the migrant children in Texas.

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

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THE DEFINITION OF A MIGRANT CHILD

United States Office of Education

"A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his family might secure employment in agriculture or in related food processing activities."

This is the only definition which can be used when placing children in migrant programs. Such criteria as late entry and achievement tests are meaningless unless the student meets the above definition.

GOALS AND OBJECTIVES OF THE PROGRAM

The Migrant and Preschool Programs staff of the Texas Education Agency administers the Texas Child Migrant Program for the children of migratory agricultural workers. Migrant children enrolled in an educational program of a local public or non-public education agency may participate.

The basic goal of the Texas Child Migrant Program is the development of a comprehensive and total educational program that will help develop the migrant children's highest potential and will prepare them to take their place in the mainstream of the educational program.

For the year 1973-74 these goals will be furthered if the following objectives are accomplished:

- By August 1974 every school district with a migrant program will have had at least one meeting a month of the parent advisory committee which will have had an active part in program planning. Every home of the participating migrant children will have been visited by either a teacher, an aide, or ancillary personnel at least once during the 1973-74 school year.

- By August 1974 at least 20 selected school districts will have implemented sophisticated, comprehensive, and effective parental involvement programs which can be used as models for the other school districts in Fiscal Year 1974-75. A comprehensive parental involvement program includes home visitations, parent education, parent visitation of classrooms, utilization of community resource agencies, recruitment of four-year-old and kindergarten children, and voluntary parent participation in the classroom activities.

- By May 1974 specific behavioral objectives and criterion-referenced tests for oral language, reading, and mathematics will have been pilot-tested in six school districts for the migrant students participating in the Texas Child Migrant Program in grades one through three.

- By September 1974 all summer institutes and state workshops will have implemented a component for the development of the best teaching techniques for migrant classes in the areas of oral language, reading, and mathematics, and obtained speakers for self-concept, parental involvement, and individualized instruction.

- By May 1974, 108 school districts will have completed a bilingual educational program for four-year-old migrant children.

- By May 1974 bilingual materials will have been made available to all school districts in the migrant program for a continuing bilingual education program for five-year-olds and older as needed.

The duties and responsibilities to fulfill the objectives of the Migrant and Preschool staff of the Texas Education Agency include:

- Review of all Consolidated Applications for State and Federal Assistance for specific requirements which will lead to the

completion of the goals and objectives of the Texas Child Migrant Program.

- Assistance to local education agencies having a high concentration of migrant children in order that these agencies may operate comprehensive educational programs and provide ancillary services to meet the unique needs of migrant children.
- Staff development programs for personnel in the Texas Child Migrant Program.
- Cooperation with other State Education Agencies in improving educational programs and in developing record transfer systems for migrant children.
- Coordination of the activities of cooperating agencies serving migrant children in the State of Texas.
- Review of all summer institute proposals.

DESCRIPTION OF PROGRAM

The Texas Child Migrant Program is an integral part of public school education in Texas. Two principles set forth by the Texas Education Agency in Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560 (Revised), are especially applicable to the educational program for the migrant child.

Principle VI: "There is a planned instructional program in operation that leads to discovering and meeting the needs of preschool, in-school, and out-of-school children and youth."

Principle VIII: "The methods, techniques, and procedures employed by teachers conform to the maturity, needs, and abilities of the pupils and to the requirements of the subject. Teaching supplies and equipment of acceptable quality, quantity, and variety are provided by the school system and used in the classrooms."

The Texas Child Migrant Program has two basic structures--the Seven Month School Program and the Enrichment Program.

The Seven Month Program

School districts in the Seven Month School Program have high concentrations of migrant children and are located in the Rio Grande Valley and South Texas. Because of the migration patterns in these areas, migrant children return to these areas in the latter part of October and leave in the latter part of April, and are not able to begin or to complete the regular 10 month school sessions. To compensate for this inability to begin the school term as do the other students in the district, the Seven Month School Program operates for a minimum of 135 days, and the school day is extended so that the children are exposed to the same number of instructional hours as are children in the regular program. Teachers are obligated for an additional 10 days for preparation and inservice.

To assure that the maximum number of teachers are available when the greatest number of children are in school, a special teacher allocation formula under the Foundation School Program is used. Teachers are allocated on three peak reporting periods rather than the usual six reporting periods and are paid a salary equal to that paid in the regular 10 month program.

Migrant children in this program are grouped together in separate classrooms, allowing all students to begin and end the school year at the same time. The teacher is able to concentrate on using special instructional methods and techniques that attack the unique educational problems of migrant children. When possible, migrant children participate with non-migrants in other school activities such as art, music, physical education, and field trips.

The Enrichment Program

Each school district that participates in the Texas Child Migrant Program provides supplementary educational services known as the Enrichment Program. Various plans to utilize the Enrichment Programs are employed by the school district.

I. Extra Services During Day

Personnel are employed with Title I Migrant funds during the regular school day to provide supplementary instructional activities for migrant children.

The emphasis during these activities is on oral language development. Other subject matter areas may also be emphasized in these plans. Ancillary services are provided with either Title I Regular or Title I Migrant funds of the Elementary and Secondary Education Act for migrant children as needed.

a. Supplementary Teacher in Special Classroom

b. Circulating Supplementary Teacher

c. Special Services with Teacher Aides

II. Extended Day

The migrant children are integrated into the regular school program and participate in school day activities as do non-migrant children. At the end of the regular school day, one extra hour of instruction is provided. Teachers are employed from Title I Migrant funds and it is recommended that classes of migrant children not exceed 15 in number. Assignment of children to classes is based on factors such as interests, fluency in English, and the conceptual development rather than age or grade placement.

III. Separate Migrant Classrooms - Non-Graded

Classrooms that contain only migrant children are provided on a self-contained basis, with an organizational structure of the non-graded plan as described in "An Administrative Guide for Programs for the Education of Migrant Children."

The pupil-teacher ratio of these classes is not to exceed 22 to one and it is recommended that each of these classes have a full-time teacher aide.

IV. Combinations

Combinations of the above plans may be employed by school districts to allow for participation of greater numbers of children.

Within the framework of guidelines formulated by the United States Office of Education pursuant to the Migrant Amendment, Title I Elementary and Secondary Education Act of 1965, and the Texas Education Agency, each school district designs a local program based on the identified needs of the migrant children to be served.

All migrant program schools provide for developmental instructional programs, for health and other ancillary services, and for a variety of enrichment activities. All schools provide for inservice training for personnel, including programs to improve instructional methods and techniques and to develop awareness of the psychological and sociological factors affecting cognitive processes. All schools include in their plans provisions for development of closer home-school relationships. All schools may request funds for the employment of special professional personnel and paraprofessional aides, the number being dependent on the priority of needs in the individual school.

PROJECT ACTIVITIES

1963-1974

The State Board of Education, the Commissioner of Education, and other Texas educators have, for many years, sought ways to improve the education of migrant children. Meanwhile, the patterns and practices of mobile families have continued on a course diverging progressively from the course of the traditional school program.

In an attempt to find ways of providing leadership in bringing the school and the migrant into a cooperative effort for education, the Texas State Board of Education in 1962 requested that R. P. Ward, a former superintendent of public schools in Edinburg, Texas, make a survey to determine the number of migratory children in Texas and their patterns of migration. Although Mr. Ward did not receive complete returns from all school districts surveyed, those districts returning the questionnaires reported 48,775 migrant children enrolled in Texas public schools. On January 7, 1963, as a result of the survey, the State Board of Education approved the appointment of a commission to consider more effective ways of educating migrant children. The commission, working with the staff of the Texas Education Agency, proposed a Six Month School Program. The resulting program with a longer daily schedule and fewer holidays provided for instructional hours equivalent to the instructional hours required in the Nine Month Program.

The State Board of Education adopted the report of the commission, and in September 1963 five school districts in the lower Rio Grande Valley began the Texas Project for the Education of Migrant Children with a combined enrollment of 3,000 students. A committee composed of selected public school personnel and representatives of the Texas Education Agency developed a curriculum guide and a supplemental reading guide. Through the Foundation School Program, the Texas Education Agency designed a formula for allocating teachers on the basis of peak enrollment figures rather than on the customary basis of average daily attendance.

The evaluation at the end of the first year revealed that the students participating in the program had made gains in academic growth and social adjustment comparable to those made in the Nine Month Program by full-time students with similar backgrounds. Also, it revealed a positive acceptance of the Program by teachers, parents, and community leaders.

At the end of the second year it was evident that if the effectiveness of the program were to be truly tested, additional funds were needed. Consequently, in 1965, the Texas Education Agency, through the Governor's Office, made application to the United States Office of Economic Opportunity and received a grant of $3,312,936. Those funds provided for the operation of special programs in 20 additional schools. (See Table I). The schools in the program provide additional professional personnel, teacher aides, lunches and snacks, clothing, medical examinations, and medical follow-up for children needing those services.

Technological changes affecting production and harvesting of crops led to the assumption even before 1963 that within a few years there would be a significant decrease in the number of migratory agricultural workers.

Although changes have occurred in kinds and numbers of jobs available in other states, almost the same number of families from Texas continue to migrate seeking the much needed employment.

The number of migrant children in any one school may vary significantly from year to year, but the number of programs and the number of migrant children participating has increased steadily. Since the pilot project of 1963, the migrant program has grown to its present size as indicated in Table I.

TABLE I — GROWTH OF MIGRANT PROGRAM

(From the allocation records of the Migrant and Preschool Programs)

Fiscal Year	Number of School Districts		Number of Migrant Children Enrolled
	Six Month	Enrichment	
1964	5		2,645
1965	10		6,500
1966	20	20	16,199
1967	20	20	16,769
1968	20	45	31,779
1969	20	46	39,181
1970	20*	51	44,957
1971	20	58	53,331
1972	19	76	59,770
1973	18	89	66,915
1974	16	95	57,321**

* Designation changed to Seven-Month in 1970

** Does not include Summer Program

On January 1, 1967, funds for the education of migrant children became available under the Title I Migrant Amendment to the Elementary and Secondary Education Act, of 1965, Public Law 89-10 and replaced funds previously granted through the Office of Economic Opportunity. With funds provided by that Act, participating schools have purchased instructional materials and equipment, employed additional teachers, teacher aides, and special service personnel, expanded inservice programs, and have offered more comprehensive health, food, and clothing service.

During the spring of 1968 approximately 178 classrooms were constructed to serve approximately 3,500 five- and six-year-old migrant children. In 1969, 29 additional classrooms were funded to serve approximately 4,000 kindergarteners.

Since Fiscal Year 1972 the Migrant Kindergarten has been incorporated into the State Foundation Program and is allocated monies on the same basis as the regular migrant program.

By the 1969-70 school year 71 projects were participating in programs which provided supplementary instructional and ancillary services for approximately 39,000 migrant children in Texas. During that year the participating schools enlarged their preschool summer programs, as well as their educational and vocational programs for junior and senior high schools to meet the needs of more children. In addition, summer programs were initiated to include migrant students who had moved within the last five years.

The school project for 1970-71 operated in approximately 78 school districts and served approximately 53,300 migrant children in grades K through 12. This project was designed to provide educational and ancillary services for migrant children enrolled in project schools. The educational phase of the project included instruction in language arts, social studies, science, mathematics, art, music, health and physical education, and arts and crafts.

For Fiscal Year 1972, Texas operated 10 pilot classrooms for four-year-old migrant pre-kindergarten students. Five of these classroom units were in the McAllen Independent School District and five of these units were in the Hereford Independent School District. As pilot projects, the main purpose of these units was the development of curriculum materials for four-year-old migrant students.

In 1973, 88 preschool units for four-year-olds were established statewide thus bringing to fruition the pilot program which had been initiated in 1972. Attention was then directed towards strengthening the instructional program in the primary grades. The result of much study was the initiation of another pilot program effort to be called the Performance Objectives Pilot Project (Further described on page 12).

THE TEXAS PLAN

The Texas Plan for direct assistance to local education agencies for special education programs for the children of migrant agricultural workers consists of several components.

Child Migrant School Program

In the fall of 1973, 112 school districts received direct and indirect assistance funding under the Elementary and Secondary Act Title I Migrant Amendment to operate supplementary instructional and ancillary programs for migrant children. Sixteen of those school districts operate the Foundation Program Seven Month School.

The programs primarily serve children in grades K-9, but many projects also have implemented programs to serve children in grades 10-12. Professional and paraprofessional instructional personnel, instructional materials and equipment, ancillary personnel, ancillary services, and other supportive elements are offered within the scope of the total program. Each school provides all migrant children participating in the program meaningful instructional activities that are supplementary to the regular school program and that are based on identified needs of migrant children.

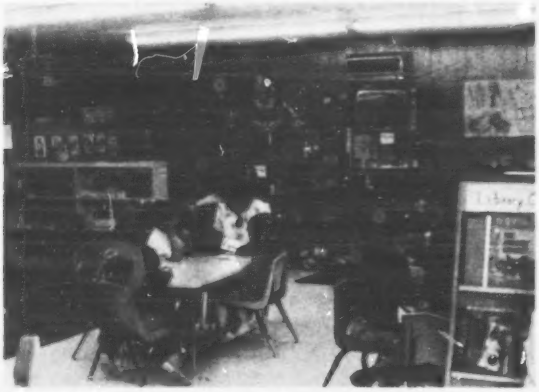
The Early Childhood Program for Four Year Olds

After operating pilot projects for four-year-old migrant children in Hereford and McAllen the Texas Child Migrant Program funded 88 units in 46 school districts during Fiscal Year 1973.

The early years are by far the most important in the developmental process. Therefore, it is hoped that the four-year-old program will help the children:

- Learn about themselves and others;
- Learn about social relationships;
- Extend the environmental interaction;
- Learn to deal with reality;
- Have creative and aesthetic experiences;

- Develop motor skills through both large and small muscle activities;
- Develop language skills;
- Learn to care for personal bodily needs.



Presently, the Early Childhood Migrant Program is funding approximately 109 units of four-year-old children statewide in 56 school districts. The growth of the program since its recent initiation indicates the need for such programs in the State of Texas.

Demonstration School

Central Elementary School, McAllen, Texas, is serving as an experimentation and demonstration center for migrant education. Texas Education Agency, McAllen Independent School District, Southwest Educational Development Laboratory, and Region I Education Service Center are coordinating resources in the development of innovative programs for migrant children. The Programs at Central Elementary School have been developed in the areas of Early Childhood Education, Bilingual Education, Parental Involvement Program, Reading Language Development Program, Multi-Cultural Social Education, and the Individually Prescribed Instruction Mathematic Program.

Staff and Program Development

In January 1966 funds were allocated for local and area workshops and for dissemination of pertinent information to further the coordination of instructional activities in Texas, with similar activities being conducted in other states. The staff of the Migrant and Preschool Programs, Texas Education Agency, in cooperation with the education service centers, assists local education agencies in the development of programs in migrant education and in teacher-training activities.

Since traditional techniques, methods, and materials have not proved effective in teaching migrant children, program development emphasizes

innovative approaches and a closer relationship between the curricula and the experiences of the migrant child outside of school. In addition to Texas Education Agency and the education service center personnel, nationally recognized specialists serve on a consultative basis to assist in the development of programs and in teacher-training activities.

Emphasis for the 1973-74 school year will be in two areas of program development. The Performance Objectives Pilot Project is being initiated in cooperation with six school districts. Objectives for oral language, reading and mathematics, were developed and are being used to construct criterion-referenced tests for use with the migrant students.

The second area of program development is the Parental Involvement Program which will be piloted in some 20 school districts with the cooperation of nine education service centers. The program will be based on techniques outlined in The Parent-School-Community Handbook, emphasizing the importance and methods of involving migrant parents in school activities.

Summer Institutes for Migrant School Personnel

Since 1966 Summer Institutes have been conducted by institutions of higher education and education service centers under contract with Texas Education Agency; the institutes assist administrators, teachers, and teacher aides in developing needed competencies.

For the summer of 1974 the Texas Education Agency will cooperate with Texas A & I University at Kingsville; Texas A & I University at Corpus Christi; Region I Education Service Center with institutes located at Pan American University at Edinburg; Southmost College at Brownsville, and Texas A & I University at Laredo; Region XIII Education Service Center at Austin; Region XVII Education Service Center at Lubbock; Region XVIII Education Service Center at Midland; and Region XX Education Service Center at San Antonio, in sponsoring summer staff development institutes for personnel engaged in the teaching of migrant children. Some of the areas of concern will be:

- To implement the Texas Education Agency's Performance Objectives

Pilot Project with emphasis on:

- Oral Language
- Reading
- Mathematics

- To include with the above subject areas:
  - Bilingual approach
  - Criterion-referenced testing techniques
  - Techniques and activities for teaching by performance objectives
  - Classroom management
  - Recordkeeping

- To consider the supportive areas of:
  - Early Childhood Education
  - Secondary Programs
  - Parental Involvement

The Summer Institutes have offered personnel in the migrant program a chance to receive intensive and professional training in the specialized materials and techniques which are necessary to conduct an adequate migrant program.

Interstate Cooperation Program

In 1966, the Texas Education Agency entered into an Interstate Cooperation Project to share with other states in the search for solutions to the problems of education of migrant children and to develop an Interstate School Record Transfer System. Twelve states, selected on the basis of the number of Texas workers who migrate to those states for agricultural employment, were hosts to 24 teachers from Texas Child Migrant Program project schools.

Basis for selection of participants:

- Actively engaged in the teaching of migrant children
- A valid Texas teaching certificate
- Interest in migrant children
- Other qualities essential to a representative of the Texas Education Agency

The Interstate Cooperation Project is designed:

- to have available in the participating states, teachers with experiences in the teaching of Texas migrant children

- to share among states an understanding of better teaching methods for Texas migrant children
- to assist in the implementation of the Migrant Student Record Transfer System
- to improve teaching techniques used in the instruction of migrant children
- to encourage Texas-based migrants to participate in the school programs of other states
- to promote, especially among participating Texas teachers, a realization of the problems confronting migrant children during the migrant cycle.

At present 20 states are selected to participate with Texas in the Interstate Cooperation Project. The states are:

California	Nebraska
Colorado	New Mexico
Florida	New York
Idaho	Ohio
Illinois	Oregon
Indiana	Utah
Iowa	Virginia
Kansas	Washington
Michigan	Wisconsin
Minnesota	Wyoming

A desirable outcome of the project has been that many of the participating states have employed Texas teachers for their summer migrant programs. The aforementioned states were selected on the basis of the number of Texas migrants who migrate to these states for agricultural employment. The plan calls for the use of 26 teachers.

The project is just one of the efforts being made by the Texas Education Agency to foster and continue interstate cooperation in the national goal of the education of migrant children.

Film for Dissemination Purposes

The Texas Education Agency has available for dissemination a film concerned with migrant education in Texas. "Education for Migrant Children" presents an overview of the operation of the Texas Child Migrant Program and is available in both English and Spanish. The film is also available at education service centers that have a migrant component.

Migrant Media Center

This component, initiated in 1968, provides audio-visual materials coordinated with the curriculum offered in the Texas Child Migrant Program. Under contract to the Texas Education Agency, Region One Education Service Center in Edinburg serves all schools participating in the Texas Child Migrant Program. The center houses over 3,000 16mm films, sound

filmstrip sets, and multi-media kits. From this collection, over 3,000 items per month are circulated to Texas Migrant Program teachers. In-service workshops and institutes designed to promote effective use of instructional media are sponsored by the Migrant Media Center for migrant school personnel.

Regional Education Service Centers

Ten of the 20 regional education service centers are located in areas of high concentration of migrant children. The 10 centers provide assistance in the development of programs and in the use of instructional materials for migrant program schools and aid in staff development through a variety of inservice training activities.

The consultants work in area workshops, school district workshops, and on a one-to-one basis with teachers in demonstration teaching. Thus, continuous inservice is available to the migrant school personnel throughout the year.

Summer School Programs for Migrants

For those pupils who have migrated in the past five years combination education and recreation programs began operation in 39 of the 71 participating school districts during the summer of 1971. The programs included oral language development, reading, social studies, science, and mathematics, all presented with techniques and methods significantly different from those used during the regular school year. The use of textbooks is held to a minimum and emphasis is placed on making education a pleasant experience. The summer programs emphasize oral expression, arts and crafts, and swimming and other types of recreation. At present, there are 42 summer programs in operation throughout the state.

Future Expectations

It has long been the attitude of educators that the migrant student is vocationally bound and should consider only those programs which will help

him to reach that goal. However, Table II indicates that in 1971 there were many migrant students who continued their education in college. A close examination of data on the migrant student reveals that there are many alternatives that should be made available to them. This table is taken from the Annual Report of the Texas Child Migrant Program, 1971-72.

FOLLOW-UP OF 1970-71 GRADUATES

POPULATION GROUP	TOTAL GRADUATES	NUMBER OF GRADS WHO RECEIVED OCCUPATIONAL TRAINING AT SECONDARY LEVEL	NUMBER OF GRADS - CONTINUING EDUCATION		NUMBER OF GRADS EMPLOYED		NUMBER OF GRADUATES ENTERING THE ARMED FORCES
			College	Training	Occupational Training Area	Other Areas	
Regular Migrant Program							
Total School Enrollment	2467	1368 (55%)	1072 (43%)	282 (11%)	407 (16%)	296 (12%)	129 (5%)
Migrant	339	208 (61%)	74 (22%)	49 (14%)	44 (13%)	98 (29%)	34 (10%)
Seven-month Migrant Program							
Total School Enrollment	6219	2038 (33%)	1597 (36%)	467 (7%)	500 (8%)	551 (9%)	184 (3%)
Migrant	629	306 (49%)	207 (33%)	76 (12%)	83 (13%)	111 (18%)	42 (7%)

TEXAS MIGRANT PROJECT SCHOOLS 1973-74

SCHOOL DISTRICT	GRADE LEVELS	ESTIMATED NO. OF STUDENTS	SUPERINTENDENT
Abernathy	PK-12	300	Delwin Webb
Adrian	1-8	36	Pat Blankenship
Alice	K-12	470	Dewey G. Smith
Alton	PK-8	318	Clyde Lyons
Anton	K-12	54	John P. Jones
Asherton	PK-12	256	Coleman Bailey
Austin	PK-12	278	Jack L. Davidson
Beeville	PK-12	277	Luther Hartman
Brownfield	PK-8	296	W. O. Caraway
Brownsville	PK-12	1,731	James T. Ogg
Bula	1-8	50	James Sinclair
Carrizo Springs	PK-12	666	Harold D. King
Cotulla	PK-8	260	H. A. Halverson
Crystal City	PK-12	1,343	Angel Gonzalez
Dilley	PK-12	512	C. E. Roberts
Dimmitt	K-8	424	Charles White
Donna	K-12	1,618	Philip Fowler
Eagle Pass	PK-12	1,265	Jesus Gomez
Edcouch-Elsa	PK-12	1,240	A. W. Bell
Edgewood	PK-12	913	Ruben Lopez
Edinburg	K-12	2,300	R. S. Evins
El Campo	1-6	70	George Thigpen
Elgin	K-12	50	C. W. Thompson
Ennis	PK-12	240	Harlin Dauphin
Floydada	PK-6	236	A. E. Baker
Georgetown	PK-12	126	Jack Frost
Gregory-Portland	K-6	33	W. C. Andrews
Hale Center	K-8	232	Jon Tate
Happy	K-8	39	Sam T. Bryan
Harlingen	K-12	1,700	James I. Thigpen
Hart	K-8	200	Ted Averitt
Hays Consolidated	K-8	42	William M. Johnson
Hereford	PK-8	2,390	Roy Hartman

SCHOOL DISTRICT	GRADE LEVELS	ESTIMATED NO. OF STUDENTS	SUPERINTENDENT
Hidalgo County[1]	PK-8	90	M. R. Smith
Idalou	K-5	131	Wayne W. Webb
Kress	1-6	60	N. L. Welch
La Feria	PK-12	501	C. E. Vail
La Joya	PK-12	1,105	Leo Valdez
La Pryor	K-10	84	Charles R. Cornett
Lamesa	K-8	467	Neal Chastain
Lampasas	PK-8	221	Jack Lacy
Laredo	K-12	1,160	Vidal M. Trevino
Lasara	PK-8	90	E. H. Lorfing
La Villa	PK-8	440	Daniel Hernandez
Levelland	PK-8	386	W. T. Vardeman
Littlefield	K-4	109	Paul I. Jones
Lockhart	PK-11	150	James G. Horn
Lockney	K-8	180	John O. Peck
Lorenzo	PK-8	153	Patrick Deviney
Los Fresnos	K-8	241	G. C. Shanks
Lubbock	K-6	480	Ed Irons
Lubbock-Cooper	K-6	94	H. G. Carpenter
Lyford	K-8	602	E. H. Trolinger
Mathis	K-8	419	Olan McCraw
McAllen	PK-12	1,586	Rodney D. Cathey
Meadow	K-8	76	Odell Wilkes
Mercedes	PK-12	1,541	Lauro Guerra
Midland	PK-8	675	James Mailey
Mission	PK-12	1,374	Kenneth White
Monte Alto	K-8	97	Enrique Mendiola
Morton	PK-8	294	Bob Travis
Muleshoe	K-12	494	Neal B. Dillman
New Deal	K-7	118	Foye L. Flood
New Home	K-8	119	Russell Howle
Olton	K-8	187	Joe Turner
Orange Grove	K-12	90	John R. Slater
Pawnee	PK-12	192	Douglas L. Arnold
Pearsall	K-12	259	Wayne T. Wise
Petersburg	PK-8	195	J. N. Wilson

[1]Valley View School District

SCHOOL DISTRICT	GRADE LEVELS	ESTIMATED NO. OF STUDENTS	SUPERINTENDENT
Pharr-San Juan-Alamo	PK-12	3,684	Gus Guerra
Plainview	PK-8	844	Glenn Harrison
Poteet	K-8	186	Glenn Ellison
Progreso	PK-8	185	Thomas Spell
Ralls	PK-12	289	Robert Spoonemore
Raymondville	PK-8	768	William G. Burden
[1]Region XII Cooperative	K-12	250	Mack Mullins
[2]Region XIV Cooperative	PK-8	782	Thomas Lawrence
[3]Region XV Cooperative	PK-8	566	Charles Bitters
Rio Grande	PK-12	1,321	S. P. Cowan
Rio Hondo	PK-12	280	Pete Kroll
Robstown	PK-12	654	W. N. Corder
Roma	PK-12	1,424	C. T. Shelton
San Antonio	K-9	461	Harold H. Hitt
San Benito	K-12	1,729	John F. Barron
Sands	K-8	65	M. B. Maxwell
San Diego	K-8	178	Aurelio Correa
San Felipe-Del Rio	PK-12	1,272	O. B. Poole
San Marcos	PK-5	145	Gordon Harmon
San Saba	PK-9	158	Donald Crockett
Santa Maria	PK-8	178	L. R. Murphy
Santa Rosa	PK-12	200	James M. Murphy
Seguin	1-12	117	Jim Barnes
Sinton	K-12	174	J. D. Carlisle
Smyer	K-6	42	Warren Morton
South San Antonio	PK-12	210	Joe C. Hutchinson
Southland	K-8	42	Ray Simmons
Southside	PK-6	147	Darrell Poole
Southwest	K-8	81	Bennie Steinhauser

[1] Aquilla, Clifton, Evant, Goldthwaite, Hamilton, Hico, Hillsboro, Lometa, Marlin, Meridan, Mullin, Pottsville, Priddy, Rosebud-Lott, Star, and Whitney School Districts

[2] Anson, Aspermont, Baird, Benjamin, Colorado City, Comanche, De Leon, Goree, Gustine, Hamlin, Hermleigh, Knox City, Loraine, Munday, O'Brien, Old Glory, Paint Creek, Roby, Rochester, Roscoe, Rule, Stamford, Sweetwater and Weinert School Districts

[3] Bronte, Cherokee, Eden, Eola, Mason, Miles, Nueces Canyon, Paint Rock, Richland Springs, Rochelle, Rocksprings, Sterling City, San Angelo and Wall School Districts

SCHOOL DISTRICT	GRADE LEVELS	ESTIMATED NO. OF STUDENTS	SUPERINTENDENT
Springlake-Earth	K-8	161	William L. Mann
Sudan	1-7	73	Kenneth Noles
Threeway	K-8	60	Harden Ray
Tulia	K-8	130	Howard Pollard
United Consolidated	PK-5	89	Don Hughes
Uvalde	K-12	623	R. E. Byrom
[1]Victoria Cooperative	K-12	256	Dennis Grizzle
Waelder	PK-12	178	Charles T. Dunn
Weslaco	K-12	3,038	Clyde Greer
West Oso	PK-12	211	Refugio Garza
[2]West Texas Cooperative	PK-12	1,094	J. W. Donaldson
Whitharral	PK-8	100	Archie Sims
Wilson	K-8	79	Gary Gardner
Zapata	K-11	281	Antonio Molina

[1]Bay City, Goliad, Karnes City, Kenedy, and Yorktown School Districts
[2]Alpine, Balmorhea, Big Spring, Candelaria, Ft. Stockton, Glasscock County, Marfa, Pecos, Presidio and Stanton School Districts